DOCUMENT RESUME

ED 113 549 CE 005 094

AUTHOR Bregman, Ralph; And Others
TITLE Enhancing Career Education: A Report on Cooperative Activities.
INSTITUTION California Univ., Los Angeles. Graduate School of Education; Center for Action and Study in Education, Los Angeles, Calif.
SPONS AGENCY California State Dept. of Education, Sacramento. Career Education Task Force.
PUB DATE Sep 75
NOTE 67p.

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Career Education; Cooperative Education; *Cooperative Programs; Educational Programs; *Educational Strategies; Elementary Secondary Education; Models; *Program Planning

ABSTRACT

The purpose of the report is: (1) to develop a conceptual model describing cooperative activities within the school setting; (2) to identify promising practices using cooperative activities to enhance the implementation of career education; and (3) to make recommendations regarding the incorporation of the conceptual model and cooperative activities into the development of a media presentation to be used for career education inservice training programs. The procedures in compiling information about cooperative activities which affect career education programs are described. The study focuses primarily on one aspect of the implementation of career education: the modification of existing structure to bring about program implementation. Practices are suggested to illustrate cooperative activities in school settings with career education programs. The practices included are curriculum legalization, communications, community resources, instructor's handbook, career guidance centers, careers fair, mini-societies, store-front classrooms, and construction technology. Each practice is discussed in terms of description, strategies for implementation, and considerations affecting implementation. Conclusions and recommendations are given. Appendixes related to the procedures of the study include interview forms and interviewing guidelines. (Author/EC)

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ED113549

ENHANCING CAREER EDUCATION

A Report on Cooperative Activities

Ralph Bregman

Charles Phillips

Lorraine Phillips

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared for the

Career Education Task Force
Department of Education
State of California

in cooperation with the

Center for Action and Study in Education
Los Angeles, California

and the

Graduate School of Education
University of California, Los Angeles

September, 1975

CE 005 094

ACKNOWLEDGMENTS

The authors wish to extend their sincere thanks and appreciation to the many individuals who granted interviews and provided information essential to the completion of this research investigation. Special acknowledgment is due Dr. Melvin L. Barlow of the University of California, Los Angeles for his interest in and support of this study. The writers are greatly indebted to Dr. Frank M. Santoro of the Department of Education, State of California for his contributions of time and effort without which this research inquiry would not have been possible.

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I BACKGROUND AND PURPOSE OF THE STUDY

Introduction

The infusion of career education concepts into the school setting has brought about a close examination and description of the implementation and operational procedures relating to career education programs. From the beginning, Sidney P. Marland, Jr. called upon educators to synthesize the rather vague concept of career education. Thus, empirical observation coupled with formal research evidence led to broad definitions of career education while concommitently related themes, objectives, and activities were being formulated. Still, the actual introduction of career education ideas into established school procedures required the exploration of existing program elements in order to determine how these elements might facilitate achieving career education goals. In other words, it was found that the ways individual schools could best utilize their available resources and program factors to implement a systematic and cohesive career eucation program needed exploring. This report describes a variety of cooperative activities that result in the implementation of such programs.

School Resources and Program Factors

Although individual schools often have divergent characteristics and contrasting needs and interests, all schools have similar resources: students and parents, instructors, counselors, administrators, support

staff, the business-industry-labor community, and the general community; also, facilities, equipment, and materials. Collectively, these resources form an essential set of action ingredients needed by schools to maintain and expand their educational program.

To complement these resources, schools have at their disposal at least six program factors used to organize and structure their program: administrative systems, personnel development processes, guidance components, curriculum strategies, instructional approaches, and the educational needs and concerns of the community they serve.

In order to initiate and sustain the career education thrust, the school must unite and put to use its accessible resources and its network of program factors. The occurrence of cooperative activities within the school setting would greatly facilitate this required unified action.

Cooperative Activities

Cooperative activities may be defined as the helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a common purpose or goal. The interrelationships resulting from cooperative activities may directly affect the growth and development of a program of career education.

Purpose of the Study

The purpose of this study is as follows:

1. To develop a conceptual model describing cooperative activities within the school setting.
2. To identify promising practices using cooperative activities to enhance the implementation of career education.
3. To make recommendations regarding the incorporation of the results of (1) and (2) into the development of a media presentation to be used for career education inservice training programs.

Description of the Procedures

The process of compiling information about cooperative activities which affect career education programs involved the following:

1. An advisory committee was set up composed of personnel from the Center for Action and Study in Education (CASE). The CASE Advisory Committee (Appendix A) and members of the research team (the authors of this study) generated a list of program factors (Appendix B) to be used in directing the research inquiry.
2. The research team constructed two types of survey interview schedules (Appendix C):
   a. The Principal Informant Telephone Interview.
   b. The Systematic Exploratory Interview.
3. The California Career Education Task Force provided the names of six career education demonstration sites located in

Southern California (Appendix D) whose staff might agree to participate in this study. Letters of inquiry (Appendix E) were sent to the appropriate site directors and district superintendents. Both the name of a contact person and approval to use the six sites were requested (Appendix F) and obtained.

4. Each demonstration site contact person was interviewed using The Principal Informant Telephone Interview, thus explaining both the purpose of the study and confirming the informant's understanding of his/her site's role in the research. On-site visitation was discussed and a date was set for a meeting. A tentative schedule for identifying and interviewing secondary informants such as teachers, counselors, students, and community members was developed.

5. On-site surveys were conducted as the primary means of identifying cooperative activities. Here, The Systematic Exploratory Interview served as the main data-gathering instrument, and both the principal informant and many secondary informants were surveyed using a systematic exploratory interview technique (Appendix G). Responses to interview questions in identifying the cooperative activities taking place among the various school resources were categorized by using program factors.

6. The information obtained from the on-site visitations was screened and edited for publication.

II COOPERATIVE ACTIVITIES CONCEPTUAL MODEL

Scope of the Model

Since one of the missions of the California Career Education Task Force is to assist local school personnel in the development of a career education program, the Task Force funded several mini-research projects designed to obtain objective information from the field which could later be disseminated by the Task Force. The present study will focus primarily on one aspect of the implementation of career education: the modification of existing structure to bring about program implementation. Specifically, the study seeks to uncover promising practices in cooperative activities that educators have initiated which complement, supplement, or supplant the structure, process, and content of the existing system.

It is self-evident that survival of an innovation is one measure of its success. Career education, like many other innovative programs, will be measured by that criterion. The identification and description of cooperative activities in this study are therefore designed to facilitate educators' plans for and implementation of career education and thus ensure its survival.

In order to examine the concept of cooperative activities, the description of these activities and their related interactions which follow below will emphasize an illustrative rather than a comprehensive focus.

The Model

Intradisciplinary Activities
(i.e., activities within a branch of knowledge or learning that occur in a single institution)

1. Interactions between the individual instructor and his/her subject matter or course content.
2. Interactions between individual instructors, between an instructor and a group of instructors, or between groups of instructors who teach the same subject matter or course content.

Interdisciplinary Activities
(i.e., activities between or among branches of knowledge or learning that occur in a single institution)

1. Interactions between individual instructors, between an instructor and a group of instructors, or between groups of instructors from differing subject matter or course content areas.
2. Interactions between different levels of educators, e.g., instructors, counselors, administrators, school staff.

Multidisciplinary Activities
(i.e., activities among a combination of many branches of knowledge and learning and not limited to one institution)

1. Interactions between different levels of educators engaged in intradistrict and interdistrict activities.
2. Interactions between different levels of educators and students, parents, the business-industry-labor community, and the general public.

III PROMISING PRACTICES WHICH USE COOPERATIVE ACTIVITIES

Rationale

As schools concern themselves more systematically with implementation and operational procedures relating to career education and with the strategies necessary to achieve career education, it becomes vital that a base of evidence for reference be established. Observation and description of promising practices occurring in schools that have career education programs in operation will contribute to such a base. Section III is directed toward describing practices, strategies, and considerations observed in existing career education demonstration sites.

Selection Criteria

Criteria for selection of promising practices for this study are as follows:

1. The practice must be observable in school settings where career education objectives are presently being met.
2. The practice must be fully operational or previously implemented, i.e., not in the process of emerging.
3. The practice must have been implemented by utilizing the available school resources and program factors.
4. The practice must be usable for stimulating the development of future programs.

Limitations

The limitations to these promising practices are as follows:

1. The practices selected to illustrate cooperative activities may not be applicable to all school settings and therefore may need modification in order to fit a school's needs.
2. Some of the promising practices described in this section represent a combination of similar activities occurring in two or more demonstration sites and were selected to provide adequate illustration. Thus the potential for implementing these practices, as described here, may be affected.
3. The intensity and scope of cooperative activities is effected by the maturity of the total school system.

Format

The promising practices in this section are described using the following format:

Description of the Practice
(i.e., an account of a practice in which cooperation occurs)

Strategies for Implementation
(i.e., a report on interactions occurring as part of the implementation process for each practice)

Considerations Affecting Implementation
(i.e., a list of factors that should be taken into account when planning strategies for implementing a practice)

Practice One: Curriculum Legalization

Description of the Practice

Curriculum legalization is designed as a means of infusing career education into the regular curriculum by allowing the individual instructor to see the relationship and relevance of his/her existing course content and performance objectives to career application. This practice opens up an approach which emphasizes building bridges between the instructor's subject matter objectives and the career education objectives applicable to his/her curriculum. Thus, instructors are able to develop career information on related occupations, career preparation, education requirements for various occupations, the labor market, and occupational tasks that relate to their particular subject matter.

The uniqueness of this practice lies in the process of legalization that occurs in conjunction with the infusion of career education. After individual instructors develop course outlines including career education objectives, these outlines are combined at the district level to produce a district model which reflects accurately the performance objectives instructors are teaching. This curriculum model is the district's formal statement of intended instructional outcomes for all disciplines. Thus, career education is "legalized" because it is being made a part of the official district curriculum statement.

Strategies for Implementation

1. Inservice training for all administrators, instructors, and counselors emphasizes career education teaching techniques,

development of curriculum, demonstration of how career education curriculum deals with employment in the world of work, and guidance techniques for helping students see the application of the skills they learn in school to the work world. The principal methods used for inservice training are workshops, demonstrations, and group discussions which focus on interaction among the varied participants.

2. Starter kits developed by the district staff provide instructors with a number of career education objectives (150 to 300) which state student outcomes and suggest activities for achieving the objectives. The kits serve to stimulate and facilitate the interaction between the instructor and his/her course content or subject matter.
3. Task force leaders are selected from each school in the district and serve as heads of cadre groups of educators from a variety of disciplines. These cadre groups are composed of instructors who are knowledgeable about methods of infusing career education into existing course outlines and classroom activities, and they also serve as resource persons for other instructors. Task force leaders are communication links between the cadre groups and the district staff. In addition, they provide leadership for interdisciplinary career education activities.
4. Curriculum study groups for each discipline taught within the

school review course outlines and objectives (including career education objectives) developed by individual instructors. This interdisciplinary activity leads to the referral of final, approved course outlines to a Curriculum Development Advisory Board (CDAB) at the district level which also reviews these materials and ultimately compiles them into a district curriculum model. The CDAB is composed of principals, instructors, and counselors from all levels as well as district personnel whose multidisciplinary actions result in a district commitment to career education.

Considerations Affecting Implementation

1. Inservice training in career education for administrators, instructors, and counselors should be an ongoing program not limited to curriculum development.
2. Staff incentives such as additional wages or release time may be desirable when a considerable amount of extra work is required of task force leaders, cadre groups, curriculum study groups, or CDAB members.
3. Attitudes may be improved if instructors can be helped to see that they have previously implemented many of the objectives classified as career related.

Practice Two: Communications

Description of the Practice

During the planning stages and after career education has been initially infused into the regular curriculum, it is essential that a communication system be established that will open and keep open the channels of understanding among school and community personnel. This practice consists of information networks and services that serve to make all participants current and well-informed.

The dissemination of career education information constitutes a communication network which may operate in one of the following ways:

1. Community information meetings in which career education project leaders describe to community representatives the ongoing program as well as plans for future expansion.
2. A career education newsletter distributed among instructors, counselors, administrators, and school staff, describing activities that are occurring, plans for future events, available resources, and special ideas for improvement of programs. This publication can also be distributed among parents and the community-at-large.
3. Special interest items concerning career education are published in local newspapers and broadcast on radio and television.

Strategies for Implementation

1. This practice utilizes personnel responsible for the

coordination, collection, and selection of appropriate channels of communication (media selection), and for the dissemination of career education information related to the school setting.

Considerations Affecting Implementation

1. Where communication networks already exist, it may be desirable to utilize these networks rather than to create new ones. Not only does this method avoid the unnecessary expense of duplication but it takes advantage of an already established audience.
2. Care should be taken that formal communication networks do not eliminate nor over-shadow informal channels through which information may be reliably disseminated, such as simple face-to-face conversations.

Practice Three: Community Resources

Description of the Practice

This practice describes two types of resource brochures developed to make the community more accessible to instructors who are implementing a community-based career education program. The first brochure contains a directory of employers and the services they can provide such as speakers, media presentations, on-site visitations, individual counseling to students, and student observation in the employer's place of business. All services are further delineated by occupational classification including agriculture, business, creative arts, engineering, health, manufacturing, merchandising, office, science, services, trade and technical, and others.

The second brochure serves as a tour guide to community resources for the specific purpose of student visitations. In addition to a list of businesses/industries, this brochure contains an outline of procedures for instructors to follow when making arrangements for a tour and for planning with students what is to happen during the tour. It also provides the field trip sample forms which the school district requires instructors to fill out when planning such a trip. Community resources are listed by career clusters, and the following information is specified for each resource: location, contact person, reservations required, days to visit, hours to visit, time needed for tour, classroom speaker contact, conference phone call, description of tour, maximum size of group permitted, grade level, guide needed, special instructions,

restroom facilities, lunch facilities, and any additional information.

Strategies for Implementation

1. A committee composed of educators and representatives of business-industry-labor is formed who assume the responsibility to develop a plan for obtaining the necessary information. This interdisciplinary activity can result in the production of a questionnaire which is subsequently sent to business, industry, and professional organizations whose cooperation and assistance is requested.
2. The affirmative responses to the questionnaire are compiled into the published brochure directory.
3. Dissemination is facilitated by a description of the brochure and its use during an inservice or staff meeting.

Considerations Affecting Implementation

1. Part of the instructor's task when utilizing community resources is to assist students in being courteous guests or hosts and in preparing them to ask appropriate questions.
2. The generosity of the business-industry-labor community should not be abused. Instructors should refrain from making undue requests or overusing a resource.

Practice Four: Instructors Handbook

Description of the Practice

Descriptive anecdotal records of career education classroom activities are written by individual instructors and compiled into a manageable handbook. The descriptions, not to exceed one page in length, can be in narrative or outline form and should include the following elements: the instructor's name, the activity or concept that was used, the cooperative interrelationships involved, the implementation procedure, the resources and materials utilized, and a report of the activity's outcome.

Copies of the handbook are distributed to all instructors, thus becoming a resource to which instructors can refer when searching for ideas to implement career education in their classrooms. In addition, the handbook provides an overview of the total institutional career education program describing actual operational activities rather than mere conceptual models of intended outcomes.

Strategies for Implementation

1. Prior to inservice training sessions, prepare instructors by encouraging them to recall career education activities that have been successfully implemented by them in their classrooms.
2. Hold an inservice training session during which two or three instructors give verbal descriptions of such activities. Other participating instructors are then asked to write their own career education experiences in any one of the acceptable

formats. Allow adequate time to permit every participant to complete at least one such description. Inform the instructors that all activity experiences contributed by them will be compiled into a handbook, and that these experiences will serve as a resource to which others will refer.

3. All contributions are then to be typed, edited, replicated, and assembled into a handbook. This handbook is then distributed to all school personnel.

Considerations Affecting Implementation

1. Career education must have been infused into the regular curriculum well in advance of the inservice training session so that all instructors have had time to experiment with several activities and have been enabled to evaluate each activity's effectiveness.
2. The success of this interdisciplinary activity depends on the degree of motivation with which the individual instructors have been infused. It is, therefore, up to the personnel conducting the inservice training session to generate the amount of enthusiasm that will motivate all participating instructors.

Practice Five: Career Guidance Centers

Description of the Practice

Career guidance centers constitute a primary factor in the guidance component of career education in elementary, intermediate, secondary, and post-secondary schools. These centers provide instructors, counselors, and administrators with career education curriculum materials. Furthermore, they afford students the opportunity to become aware of available career planning information about both education and work; to explore and investigate careers and to make career choices based upon their interests, abilities, and the opportunities that are or will be waiting; to become aware of "career clusters" and the job opportunities within each cluster; to plan realistic educational programs that will prepare them to enter the world of work with developed skills, knowledge, and experience.

The use of guidance centers can be either part of the regular study program or be a student option. However, all students are to be encouraged to take advantage of the centers' resources in order to increase their awareness of the world of work.

Career guidance centers contain information about self, information on occupational choices available, and information on occupational preparation. This information is presented in many forms including books, brochures, and pamphlets; filmstrips and videotape productions; tape-recorded interviews, guest speakers from various occupations, and conference phones; and field trips to actual job sites.

Strategies for Implementation

1. Location of adequate space that can be established as a career guidance center is the major strategy in developing this practice. There are a number of ways this can be accomplished cooperatively: an existing room within a school may be remodeled to accomodate the special needs of a guidance center, i.e., shelves added, carpet installed, audio-visual equipment purchased, electrical outlets installed, etc.. If there are no empty rooms within a school, a corner of a library may be sectioned off. A multidisciplinary approach may also be used in which several schools within a district combine efforts to furnish a centrally located guidance center and/or a mobile center that can be shared during the school year.
2. Selection of a competent guidance center technician is essential to a smoothly running center. This technician gathers, organizes, and up-dates information of all types including descriptive materials, films, community resources, and guest speakers. He/she acts as a resource consultant to the counseling staff, assists students where needed, aids instructors with career education activities while encouraging them to make use of the center, and makes presentations to community members. These activities are all examples of interdisciplinary cooperation among school staff, students, and the community. In some settings, the technician serves also as a full-time

career counselor who acts as a liaison agent with counselors, instructors, and parents while providing vocational guidance to individual students.

3. In order to get extensive mileage out of a center, counselors, instructors, and the center technician compose a profile card on each student who uses the center. Profile cards contain such information as the student's present status, interests, aptitudes, strengths and weaknesses, work experience, test results, career choices, his/her plans after graduation, and the counselor's recommendations. At the secondary level, the results of the profile card are used as the basis for a home counseling session in which the counselor, the student, and his/her parents assess career plans and options available to the student.

Considerations Affecting Implementation

1. The implementation of a career guidance center requires the total commitment of school counselors to the infusion of a career education program. Without this commitment, the guidance component of the center will not thrive.
2. Staff inservice should be planned for early in the school year in order to provide instructors with an awareness of the benefits derived from utilizing a career guidance center. This inservice should include sufficient time for each instructor to familiarize him/herself with all guidance center services.

Practice Six: Careers Fair

Description of the Practice

A community/school sponsored Careers Fair is designed to produce awareness of educational and job opportunities for students of all ages. Much of today's career education literature attempts to define a possible range of careers from which the student can choose the career for which he wants to prepare. However, more direct exposure to occupational information in the form of exhibits by schools, colleges, regional occupational programs, business-industry-labor, and by government services can provide a number of outcomes. Some examples follow:

1. Students and adults are encouraged to think about present and future employment opportunities.
2. Further interest is cultivated in the enrollment of students in programs designed to prepare them for the working world.
3. The general public is provided an opportunity to become aware of the wide variety of vocational and career education programs available to both youth and adults.
4. The business-industry-labor community is encouraged to become more closely involved with educators in order to ensure better mutual understanding of the structure and nature of the work world. This involvement will help explain to students the educational and occupational preparation required for entrance into a career in business, industry, or labor.
5. Educators and students are made to realize that career

planning can become an informational, experiential, and decision making process which serves as a way of preparing for change.

6. Educators and people in the community gain an understanding of their own unique resources as they relate them to career education.

Strategies for Implementation

1. A group of concerned educators from several school districts, who realize that many students and adults are not cognizant of the vast selection of occupational opportunities available to them, initiate a response to remedy the situation by outlining steps to facilitate the processes and programs needed in planning a Careers Fair.
2. The educators' main thrust in initiating these processes and programs is the formation of a career education leadership council composed of representatives from education, business-industry-labor, government services, and the community-at-large. The multidisciplinary activities of this council will result in the organization and execution of a Careers Fair the encompasses all facets of both education and the work world.
3. As a means of creating an awareness of the availability of jobs within a single occupational field, exhibits are set up based on the concept of career clusters. Examples of possible

major exhibit areas are:

a. Industry

b. Public Service

c. Personnel and Product Services

d. Arts

4. Wide-spread dissemination of the information contained in the exhibits is achieved by busing groups of students to the site of the Careers Fair. The strategy of exposing large numbers of people to the information has the effect of group counseling.

Considerations Affecting Implementation

1. Due to its complexity and far-reaching effects, the planning for a Careers Fair is a multidisciplinary activity which can involve educators from several districts. Such an undertaking is generally too vast to be handled adequately by a single institution or even a single district of limited size and resources.

2. Financing a Careers Fair should be a cooperative effort on the part of all districts involved in the planning, reinforced by contributions from business, industry, labor, and the general community.

3. The Fair should operate during a season and on the days and at the times which will encourage maximum attendance by a majority of the people living, studying, working within the

vicinity.

4. There should be no admission change.

Practice Seven: Mini-Societies

Description of the Practice

Children in K-8 schools are given the opportunity to experience life in a consumer world by participating in mini-societies. Each mini-society is organized in a way that is appropriate to the individual classroom, e.g., one classroom may utilize existing class officers while another may hold elections for a city government consisting of a mayor, a city council, a treasurer, and judiciaries. Businesses are established in each "town," and students learn how to apply for a job, to fill out applications, and to be interviewed. Contracts are made with the business "owners" of a real estate firm, a drinking faucet company, a pencil sharpener service, an arts and crafts business, a light and power company, a custodial services business, and various other school-related businesses such as paper graders, a supplier of classroom materials, a sign service company, the "town" newspaper, a tutoring service company, and a bank. Money management, checking-account use, credit use, and consumer buying are all integral parts of a mini-society program.

This program provides a learning-activities-package-approach which allows for both large- and small-group instruction, as well as mini-courses in career related subjects. In addition, it offers the use of ungraded curriculum and provides for the development of an exploratory work experience through which students are introduced to existing work opportunities designed to make them inquisitive about what they must do

to prepare for job entry.

Strategies for Implementation

1. The success of this interdisciplinary practice lies in the motivation of individual instructors to assume leadership and responsibility for a classroom-based mini-society. Many instructors find that this package approach is consistent with their style of teaching.
2. Little special equipment is needed. However, the career education project director can support the individual instructors by assisting them with mini-society job descriptions, application forms, job-reference forms, written examinations for jobs, employment interviews, and such banking forms as simulated dollars, charge cards, checks, account cards, signature cards, loan applications, statements, balance reports, budgets, etc..
3. Once the mini-society becomes established, students assume the responsibility for decision making and planning, and the instructor assumes his role as a resource person to the students.
4. The experienced mini-society instructor also becomes a resource to other instructors who want assistance in implementing such a mini-society in their own classrooms.

Considerations Affecting Implementation

1. The actual implementation of a mini-society in a classroom should be limited to a specified time period, such as two

hours per week. However, instruction in skills needed to operate effectively in a mini-society can be incorporated into regular classroom curriculum. For example, math periods may be devoted to banking skills such as writing checks and balancing checkbooks, figuring interest rates, and investing money.

2. When two or more mini-societies are established in the same school, it is possible to set up visitations and allow students to conduct "inter-town" business.
3. Instructors need to be well organized and flexible. They should also accept the fact that it is imperative for students to be allowed to make their own decisions.

Practice Eight: Store-Front Classrooms

Description of the Practice

This practice utilizes a "store-front classroom" concept to provide students with an opportunity to receive occupational and career preparation. Secondary-school-age students and adults can become involved in practical exploratory work which helps them develop marketable skills and satisfactory work habits so they can obtain full or part-time employment. Courses also provide entry-level skills for furthering their education at community colleges.

Store-front classes are held near local stores or in shopping centers. The resulting close contact with business-industry-labor gives employers a chance to be of service to the educational system as well as to the community by providing students with an opportunity to learn employable skills. In addition, students receive supervised on-the-job training, thus increasing their employment opportunities.

To enable students to explore in some depth the careers interesting to them, a number of program and information tapes are made available to them by telephone. By evaluating a variety of occupational possibilities through this "Dial-A-Career" aid, a potential store-front classroom student can make his/her career selection with full awareness of the responsibilities and benefits which it entails.

Store-front classes also provide elementary and intermediate school students the opportunity to develop awareness of careers through visitations to the classrooms where on-the-job training is occurring. Career

awareness, career orientation, and career exploration are all facilitated by this direct exposure to a variety of careers and occupations.

Strategies for Implementation

1. The initial responsibility for establishing multidisciplinary cooperation between educators and representatives of business-industry-labor must be assumed by someone who has the knowledge and the capability to coordinate all aspects of the program.
2. The classrooms must be established adjacent or in close proximity to cooperating businesses and industries in order to facilitate on-the-job training.
3. The courses offered should encompass a broad range of occupations and careers. They should include, but not be limited to: air conditioning, banking, cosmetology, fire science, keypunch operations, motorcycle and small engine repair, truck driving, etc..
4. Awareness of the program's existence among students, parents, and the community in general can be generated through word-of-mouth advertising and student-to-student communication.
5. The achievements of successful graduates should be publicized.
6. Awareness and orientation opportunities for all students should be developed and offered prior to the time they are eligible to enter the store-front classroom program.

Considerations Affecting Implementation

1. Store-front classes should introduce students to work habits that will improve their employability prospects. In addition to giving students job skills, instructors should emphasize the importance of being punctual, dressing appropriately, dealing with the public effectively, and cooperating with co-workers.
2. Instructors and students must be made aware of their role in the enhancement of school-community relations through their participation in this program.

Practice Nine: Construction Technology

Description of the Practice

Centered around a course concerned with construction technology for secondary students, this practice culminates in the construction of an actual house by the students. This house is built on campus over a period of two school years, and when completed it is auctioned off and moved to the purchaser's site. Funds gained from the sale of the house pay the costs of materials and construction as well as the instructor's salary.

A course in construction technology functions as the hub for career education activities in other courses in the secondary school, such as drafting, mathematics, home economics, and English. It also serves as the hub for district activities as evidenced by the resulting interactions between the secondary and elementary students and between the secondary and intermediate students.

A van containing tools and materials compiled at the high school becomes a portable classroom in which elementary-school students learn how to use simple tools. This van is also used to transport materials to the intermediate schools where students in industrial arts classes build cabinets, shelves, vanities, etc. which the secondary students ultimately install in the house they are building.

An overall objective for the course in construction technology is to produce career awareness in students of the variety of occupations that exist within the construction industry and of the training

necessary for each occupation. At all levels of the course, students receive both classroom instruction and practical laboratory experience on the construction site.

Strategies for Implementation

1. Implementation of this course depends upon the active participation of the business-industry-labor community and the general community. The multidisciplinary activities in which community members participate are, (a) as members of an advisory committee composed of experts in the field of construction who assume responsibility for planning the house, financing its construction, and supplying the resource people to teach construction-related areas, and (b) as community-based resource people who provide instruction in the responsibilities of a building inspector, a safety inspector, a doctor, a trade journeyman of each trade encountered, an apprentice, a member of management, a member of organized labor, and a banker/financier.

2. Cooperation and commitment to the construction technology course by all secondary school personnel who are to be directly involved is secured through inservice cooperative planning sessions. Due to the nature of the course in construction, it is necessary to offer them special classes in architectural drafting, practical mathematics, interior decorating, and the location and use of appropriate reference materials.

It is the construction technology instructor who is responsible for the interdisciplinary activities among these various departments.

3. Students for the construction technology class are recruited by the course instructor with the assistance of other instructors, by counselors, and by the director of career education departments. During the first year, the students receive extensive counseling and guidance to help them make rational occupational choices. In order to participate in the course a second year, students make written application to the construction technology instructor.

Considerations Affecting Implementation

1. Where official sanction is required, approvals by the board of education, the county, state, and city regulating agencies, and the labor unions must be secured prior to implementation of the segments of this practice.
2. Financial arrangements for this practice require close scrutinization by project leaders in order to prevent the incurring of additional district expense.

IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions Concerning the Effectiveness of Cooperative Activities

Based on the responses of principal and secondary informants to the systematic exploratory interviews and on the observations made by the project research team, it is possible to assume that cooperative activities have enhanced the implementation of career education in many instances. More specifically, the results of this study indicate the following:

1. Development of a coordinated system for implementing career education appears to be dependent upon an organizational structure in which interaction, cooperation, and communication must occur as an integral part of that system (maturity).
2. Inservice training of school personnel appears to be a necessary component for developing successful cooperation among such personnel.
3. A more positive and success-oriented program usually results when instructors, counselors, administrators, and school staff have been heavily influenced by intradisciplinary and interdisciplinary cooperation.
4. Multidisciplinary cooperation among educators, the business-industry-labor community, and the general community appears to be essential to the success of career education programs. It may be stated that the greater the support of each of these

resources, the greater the chances for the success of the program.

5. The utilization of cooperative activities in implementing career education serves to break down rigid departmentalization which thus results in the availability of increased resources to individual instructors.

6. Cooperation on all three disciplinary levels produces a more comprehensive approach to career education due to the involvement, articulation, and legitimization that results.

Recommendations for a Media Presentation

The practices observed by the project research team offer insight into enhancing the implementation of career education through cooperative activities. The description in this report of the conceptual model and promising practices can serve as a basis for developing a media presentation to be used for information dissemination via workshops, seminars, conferences, inservice training sessions, and/or community awareness campaigns.

A media package might include a film to give viewers a gestalt of the cooperative activities concept, a slide/tape presentation to provide more detailed follow-up information, and a resource handbook to put the necessary information into written form for future reference. These recommendations are discussed in more detail below.

1. A film that uses a gestalt approach should be produced so that

an understanding and awareness of the concept of cooperative activities is created in the viewer. This approach should attempt to integrate structures and patterns that make up cooperative activities and which transcend being merely a complete description of separate individual practices. One technique for achieving this gestalt approach is to film elements of the practices as they occur in their natural setting so that the actual dialogue is included. The filmed elements should be edited to portray a composite picture of the whole meaning of cooperation in regard to career education, giving the viewer a clear and well-defined idea of the concept.

2. A slide/tape presentation should be produced which deals more explicitly with the specific elements that compose each practice. This production could contain information concerning a description of each practice, the strategies and techniques for implementing a practice, and the factors to be considered when planning and using a practice.

3. The film and the slide/tape presentations described above should be bound by the following criteria: (a) that none exceed twenty minutes in length; (b) that they are open-ended in order to promote audience participation and discussion; and (c) that they trigger questions and responses from these audiences.

4. A resource handbook should be produced which outlines in

detail the information about cooperative activites presented in the film and slide/tape presentations. This handbook will provide the reader with specific suggestions for achieving cooperation; it could thus serve as a reference for those educators who are implementing career education in their own institutions.

APPENDICES

Appendix A: CASE Advisory Committee

Appendix B: Program Factors

Appendix C: Survey Interview Schedules

Appendix D: Career Education Demonstration Sites

Appendix E: Letter of Inquiry

Appendix F: Demonstration Site Contact People

Appendix G: Systematic Exploratory Interview Technique

Appendix A

CASE Advisory Committee

The Center for Action and Study in Education (CASE) is a non-profit organization whose primary intent is to engage in research, development, and other assistance to educators. The CASE organization consists of seventeen professional educators with broad experience and knowledge at many levels of education.

A CASE Advisory Committee was formed and met with the project research team on July 8-9, 1974, at the University of California, Los Angeles for the purpose of developing a list of program factors to be used in the research project. Members of this CASE Advisory Committee were:

Ralph Bregman
University of California, Los Angeles
Graduate School of Education
Moore Hall, Room 123
405 Hilgard Avenue
Los Angeles, California 90024

Lloyd M. McCullough
Los Angeles County Regional Occupation Program
9300 East Imperial Highway
Downey, California 90242

Gregory S. Ohanneson
Office of the Superintendent of Schools
Santa Clara County
45 Santa Teresa
San Jose, California 95110

Linda L. Phillips
University of California, Los Angeles
Graduate School of Education
Moore Hall, Room 3
405 Hilgard Avenue
Los Angeles, California 90024

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Anthony J. Pitale
California Advisory Council on Vocational Education
708 Tenth Street, #260
Sacramento, California 95814

Frances B. Russell
Los Angeles County Regional Occupation Program
9300 East Imperial Highway
Downey, California 90242

Frank M. Santoro
State of California
Department of Education
1500 Fifth Street
Sacramento, California 95814

Robert D. Sartin
University of California, Los Angeles
Division of Vocational Education
Moore Hall, Room 123
405 Hilgard Avenue
Los Angeles, California 90024

Patrick J. Weagraff
Massachusetts State Department of Education
182 Tremont Avenue
Boston, Massachusetts 02108

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Appendix B

Program Factors

Administrative Factors

Promote resource management (divert resources, reorder priorities).

Promote the development of flexible scheduling and mini-courses.

Initiate a pluralistic organization through participative management, student involvement, and cooperative planning.

Seek federal, state and local financial support by means of projects, etc..

Obtain management information through needs analysis, etc..

Initiate grading reform through criterion-referenced testing, etc..

Increase articulation between elementary, intermediate, secondary and post-secondary levels with regard to careers.

Increase area planning through work with contiguous districts (mutual needs information, program supplements, placement activities).

Promote the development of open entry/exit courses.

Initiate systematic staff development (staff incentives).

Initiate product evaluation/accountability.

Foster a systemized public information process.

Promote affirmative action (ESL-bilingual support) for all courses.

Provide transportation for outreach programs.

Utilize facilities planning and development to promote a more open system.

Graduation requirements reform.

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Personnel Development Factors

Teacher internships for staff development activities.

Teacher team building to develop staff interaction.

Teacher release time to develop curriculum, course activities and materials.

Develop a master plan for teacher in-service training and activities.

Hold regularly scheduled staff meetings with planned activities.

Develop cross-subject linkages.

Community Factors

Assure business-industry-labor involvement through cooperative activities, advisory and planning committees, use of resources.

Assure parent and community involvement through cooperative activities, use of parents and community people as resource people, aides, etc..

Guidance Factors

Collect current, quantitative, area-wide job data information.

Develop career guidance centers.

Promote group counseling procedures.

Determine student interests through assessments, etc..

Develop a counseling role for teachers.

Develop classroom activities for counselors.

Instructional Factors

Develop student incentives.

Initiate team teaching between vocational and non-vocational subject areas.

Develop and utilize the library as a resource center.

Develop a community based classroom.

Strengthen the educational technology base.

Initiate role playing and simulation activities for students.

Curriculum Factors

Promote a master plan for curriculum development.

Initiate cooperative curriculum development.

Obtain program variety and options by focusing on career clusters.

Promote student career organizations.

Promote small monetary and release time awards for innovative projects.

Promote equal emphasis between general, vocational and academic curriculum.

Focus curriculum on levels of career education (awareness, orientation, exploration, vocational education development, preparation).

Promote student co-curricular activities.

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Appendix C

Survey Interview Schedules

The Principal Informant Telephone Interview

Date_____

Time_____

1. Identifying Information

   Name of Principal Informant_____

   Title/Position_____

   Telephone Number ( )_____

   Name of School District_____

   Address of School District_____

   _____

   _____

2. Introduction

   ____ Name of Interviewer_____

   ____ Research Project Sponsors

   Career Education Task Force
   Department of Education
   State of California

   Center for Action and Study in Education
   Los Angeles, California

   Graduate School of Education
   University of California, Los Angeles

   ____ Explanation of Project

Career education is a blend of general, vocational and academic education into a curriculum which can provide the student with educational experiences necessary to prepare him for economic independence and personal fulfillment. In order for career education to reach a full fruition, a number of fundamental administrative, organizational and educational changes occur in school systems. One very basic change is the revision, modification, adaptation, and development of cooperative activities between school resources (the instructors, counselors, administrators, and school staff, the students and their parents, the business-industry-labor community, and the general community) and school program factors (administrative systems, personnel development processes, guidance components, curriculum strategies, instructional approaches, and the actual educational needs and concerns of the community). This research project would allow for the exploration and identification of cooperative activities that occur in school systems. Cooperative activities are those helpful relations, actions, and pursuits carried on between school resources and program factors which are aimed at the accomplishment of a common purpose or goal. The interrelationships that result from these cooperative activities may serve to effect, enhance, and extend the growth and development of career education.

In order to explore and identify data relevant to this project, on-site visitation with school districts engaged in career education programs is necessary. School personnel, students and parents, the business-industry-labor community, and members of the general community of these selected school districts will be interviewed by means of a systematic exploratory technique. Practical and operational data collected from these interviews will be synthesized into materials which can be used by the California Career Education Task Force to develop a media presentation to be used for in-service training programs.

____ Confirmation of Informant's Understanding of the Project

____ Questions

Can the Informant Describe the Project_____

_____

_____

Can the Informant Make Connections Between His/Her Program and the Goals of the Project

_____

_____

_____

Other Questions_____

_____

_____

3. Role of the School District

____ On-Site Visitation

Date of Visit_____

Date Hours

____ Meet with Principal Informant

____ Brief Overview of District Program

____ Interview Principal Informant

____ Establish Schedule for Meeting with Secondary Informants

Name	Time of Interview
_____	_____
_____	_____
_____	_____

____ Telephone on_____for Final Confirmation of On-Site Visitation

4. Directions to Site Location_____

_____

_____

5. Closure

____ Reconfirm the Date of Telephone Confirmation and/or On-Site Visitation

____ Any Questions on the Part of the Informant

____ Thank You

The Systematic Exploratory Interview

Date_____

Time_____

1. Identifying Information

Name of Respondent_____

____ Principal Informant

____ Secondary Informant

Title/Position_____

Name of School/District_____

Address of School/District_____

_____

_____

2. Introduction

____ Name of Interviewer_____

____ Research Project Sponsors

Career Education Task Force
Department of Education
State of California

Center for Action and Study in Education
Los Angeles, California

Graduate School of Education
University of California, Los Angeles

____ Explanation of Project

____ Cooperative Activities

____ Systematic Exploratory Interview Technique

____ How the Results Will Be Used

____ Confiramtion of Respondent's Understanding of the Project

____ Questions_____

_____

_____

3. Exploratory Interview

Administrative Factors

Resource management
Flexible scheduling
Cooperative planning
Project monies
Needs assessment
Grading reform
Articulation
Area planning
Open entry/exit courses
Staff development
Evaluation/accountability
Public information system
ESL-bilingual support
Special transportation
Facilities planning
Graduation reform

_____

_____

_____

Personnel Development Factors

Teacher internships
Team building
Release time
Master plan for inservice
Staff meetings
Cross subject linkages

_____

_____

_____

Community Factors

Business-industry-labor involvement
Parent and community involvement

_____

_____

Guidance Factors

Job data information
Career guidance center
Group counseling
Student interest assessment
Counseling for teachers
Classroom for counselors

_____

_____

_____

Instructional Factors

Student incentives
Team teaching
Library as resource
Community based classroom
Use educational technology
Role playing/simulation

_____

_____

_____

Curriculum Factors

Master plan
Cooperative development
Use career clusters
Student organizations
Innovative project awards
Equal emphasis curriculum
Levels of career education
Co-curricular activities

_____

_____

_____

4. Additional Remarks

_____

_____

_____

5. Closure

____ Any Questions on the Part of the Respondent

____ Thank You

Appendix D

Career Education Demonstration Sites

1. Covina Valley Unified School District
   519 East Badillo
   Covina, California 91722

2. La Mesa Spring Valley School District
   4750 Date Avenue
   La Mesa, California 92041

3. Ontario-Montclair School District
   950 West B Street
   Ontario, California 91761

4. Orange Unified School District
   370 North Glassell
   Orange, California 92666

5. San Diego County Department of Education
   6401 Linda Vista Road
   San Diego, California 92111

6. Santa Barbara High School District
   720 Santa Barbara Street
   Santa Barbara, California 93101

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LOS ANGELES, CALIFORNIA 90024

Appendix E

Letter of Inquiry

February 11, 1975

Mr. Charles C. Brady
Project Director, Career Education
Santa Barbara High School District
720 Santa Barbara Street
Santa Barbara, California 93101

Dear Mr. Brady:

The University of California, Los Angeles and the California Career Education Task Force are engaged in a study of cooperative activities that enhance the implementation of career education programs. A cooperative activity is concerned with the interactions of all school personnel (teachers, counselors, administrators, staff, and students) and/or community members who cooperate to develop career education programs. These interactions go beyond those normally required by the school system in its daily operating procedure.

The objective of this study is to obtain accurate information about cooperative activities that are currently being employed at the elementary, intermediate, secondary and post-secondary levels. Your school district is one of six that has been selected by the Task Force and the UCLA researchers to participate in the study because of the well developed career education programs you presently have in operation. Data collected from the research will be used to develop a media presentation which the California Career Education Task Force can incorporate in its inservice training program.

The procedure to be used in researching each school includes an initial telephone interview followed by an on-site visit of your career education programs. The study will take approximately six to eight hours to complete and we anticipate that the on-site visit will take place during the month of March. The Task Force has indicated that you would be an excellent contact person. We would like your confirmation on this matter. If you are unavailable to act as the contact person, please submit the name of another individual who is familiar with your career education progam and who is willing to participate in this study. Your cooperation in this endeavor will be greatly appreciated. Please complete the enclosed form indicating a contact person in your district,

his/her telephone number, and the hours he/she is available. Return the completed form in the envelope provided by February 26, 1975.

Thank you for taking time from your busy schedule to consider this matter.

Sincerely,

Charles L. Phillips
Project Director

CLP:mhc

Enclosure

cc: Lowell D. Jackson, Superintendent
Santa Barbara High School District
Frank M. Santoro
California Career Education Task Force

Please complete this form and return it in the envelope provided by February 26, 1975. Thank you.

Do you wish to participate in this study? YES____ NO____

_____

Name of Participating School District

_____

* Name of Contact Person

_____

Title/Position

_____

Telephone Number

* Most Convenient Time to Contact (Days and Hours)				
Monday	Tuesday	Wednesday	Thursday	Friday

Appendix F

Demonstration Site Contact People

1. Covina Valley Unified School District
   Ragene Farris
   Martha Evans

2. La Mesa Spring Valley School District
   Bill Pitts
   Linda Cole

3. Ontario-Montclair School District
   Norman Steinaker

4. Orange Unified School District
   Tom Schrodi
   Don Isbell
   Larry Johnson

5. San Diego County Department of Education
   Daniel Nasman

6. Santa Barbara High School District
   Charles Brady

Appendix G

Systematic Exploratory Interview Technique

Introduction

Since this research project's aim was to provide practical and operational data on cooperative activities that enhance career education, it had to be heavily empirical, yet at the same time theoretically sound and rigorously analytical.

The steps taken to meet these requirements were as follows. First, alternative descriptive research techniques such as case study, cross-sectional survey, document analysis, activity analysis, and exploratory interview were seriously considered in terms of the research issues. Second, the research issues were used to make the final determination of the research technique rather than the reverse. Issues such as gathering of non-standardized data, collection of information for practical and immediate use, analysis of interaction between factors which produce change and growth, classification of factors associated with causal relationships, and effective use of researcher's and respondent's time led to the selection and development of a systematic exploratory interview technique.

Systematic Exploratory Interviewing

The systematic exploratory interview technique is based on conducting interviews with any respondents who (in terms of the current purposes of the interviewer) are given special, non-standardized treatment. Special, non-standardized treatment is defined as:

1. Stressing the respondent's definition of the situation.

2. Encouraging the respondent to structure the account of the situation.

3. Letting the respondent introduce to a considerable extent his/her notions of what he/she regards as relevant, instead of relying upon the interviewer's notions of relevance.

In standardized interviewing the investigator defines the question and the problem; he/she is only looking for answers within the bounds set by his/her presuppositions. In exploratory interviewing, as here defined, the interviewer is willing and often eager to let the

respondent teach him/her what the problem, the question, the situation, is--to the limits, of course, of the interviewer's ability to perceive relationships to his/her basic problems, whatever these may be.

Another characteristic of exploratory interviewing is that an exception, a deviation, an unusual interpretation may suggest a revision, a reinterpretation, an extension, a new approach. In contrast, the standardized interview (a typical survey) ordinarily handles a deviation in terms of statistical significance, not substantive significance.

Function of the Exploratory Interview

The main function of the interview is to focus attention upon a given experience and its effects rather than to ask specific questions. Characteristics of this type of interview may be described as:

1. Persons interviewed are known to have participated in an uncontrolled but observed social situation.

2. The hypothetically significant elements, patterns, and total structure of this situation have been previously analyzed by the investigator.

3. On the basis of this analysis, the interviewer has fashioned an interview plan which contains a general idea of the major areas of inquiry from which pertinent data can be obtained.

4. The interview itself is focused on both subjective and objective responses of the respondent, and these responses enable the interviewer to test the validity of the data derived and ascertain unanticipated responses to the situation.

Subtleties of the Exploratory Interview

The Respondent

For the purposes of this project, there are two types of respondents as follows:

1. The principal informant or contact person who:

   a. Is well connected.

   b. Is well informed and able to give the interviewer a picture of the norms, attitudes, and activities of the situation under investigation.

c. Has the capacity to adopt the standpoint of the interviewer.

d. Is able to make the connections between the interviewer's viewpoint and the activities within the research situation.

e. Suggests secondary informants.

f. Prepares the way for the interviewer to secure additional information.

2. The secondary informants are:

a. Surrogate observers who have the ability to recollect activities which deal with the research concern that have already happened or are happening, or who can put together something that developed over a long period of time.

b. Experts (i.e., they have the specialized knowledge or skill to interpret and evaluate the situation that they relate).

Characteristics of the Good Interviewer

1. Concentrated attention (i.e., the interviewer hears what others have to say).

2. Shifts gears rapidly (i.e., the interviewer notes when the respondent makes what seems to be a jump in the conversation and then tries to discover how the respondent makes this transition).

3. Empathetic understanding (i.e., the interviewer's ability to understand what the respondent is experiencing, to feel some of what he feels, and to share his views).

Interview Variables

1. The personality and skill of the interviewer.

2. The interviewer's awareness of his self-selected identity.

3. The interviewer's ability to listen to and adopt the respondent's frame of reference.

4. The interviewer's background concerning the situation.

5. The interviewer's liberation from undue reverence for any particular method of interviewing.

6. The interviewer's feeling of freedom to make maximal use of his knowledge of the particular research situation facing him in order to develop situationally relevant strategies.

7. The interviewer's ability to talk the respondent's language.

8. The interviewer's use of questions which use a tactic of either neutrality or non-neutrality.

9. The definition by both interviewer and respondent of the interview situation.

Confidentiality

The respondent must be assured very early in the interview that his/her comments will be held in strictist confidence and only those who have "a need to know," i.e., the research staff, will have access to the information.

Conducting the Interview

Respondents dislike a steady flow of questions. They prefer a discussion or something which sounds like a discussion but is really a quasi-monologue stimulated by understanding comments.

What Does the Respondent Get Out of the Interview

1. The opportunity to teach.

2. The opportunity to tell an understanding stranger something in general or in detail about what they have done or observed (that is to someone who will presumably make no claims, no use of the remarks, to affect the speaker in the future).

Testing Information Received Through Interview

Before inferences can be drawn from the interview data the interviewer must subject it to some sort of independent criticism or vigorous test. Two methods available for checking are:

1. By comparing a respondent's account of a situation with accounts given by other respondents.

2. By evaluating the respondent's information in terms of its comprehensibility, plausibility, and consistency.

References

The systematic exploratory interview technique outlined above and used in this research study is composed of elements and technical methods found in the following source materials:

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